

Delaware State University

Department of Social Work

FIELD INSTRUCTION MANUAL

BACCALAUREATE OF SOCIAL WORK PROGRAM
ACCREDITED BY THE COUNCIL ON SOCIAL WORK EDUCATION

MASTER'S OF SOCIAL WORK PROGRAM
ACCREDITED BY THE COUNCIL ON SOCIAL WORK EDUCATION

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SECTION I

**DELAWARE STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
DOVER, DE 19901-2277**

MEMORANDUM

TO: Agency Field Instructors
Agency Task Supervisors
Faculty Field Liaisons
Students

FROM: Director of Instruction

RE: Field Instruction Manual

The field instruction manual has been prepared for agency field instructors, agency task supervisors, faculty field liaisons and students and/or any other individuals who are involved in teaching students in the field. This manual includes policies and procedures that are related to the field practicum course.

This manual ought to be used as a primary reference regarding such issues as appropriate field practicum assignments, the learning agreement, and assessment of student performance. When addressing these and other matters, students, agency field instructors, and faculty field liaisons ought to refer to the manual for initial guidance.

The faculty and staff are always available to offer assistance and support about any matter regarding field instruction. We are pleased that the manual reflects input from everyone involved in the field process. To maintain its relevance and usefulness, feedback is essential and encouraged.

Finally, it is essential to appreciate that field is a significant, impactful, and engaging part of social work education. It is where all of the knowledge, skills, and values of the classroom are translated into practice. This intensive focus on field education is unique in social work education and is what makes field our signature pedagogy.

Thank you for your support and cooperation!!!

Introduction

As conceived by the Department of Social Work, field along with classroom-based instruction and assignments are complementary and mutually supportive components of an integrated professional social work education curriculum. While it is vitally important to teach and conceptualize social work knowledge, value and skills in the classroom, field instruction ought to be viewed as the heart of social work education. As such, students must be provided opportunities to apply, and fully integrate, practice theories, concepts, and principles in diverse settings with, and on behalf of, individuals, families, groups, organizations, and communities.

For undergraduate students, the principal goal of field instruction is to prepare them for generalist practice guided by the core competencies, domains, and behaviors. BSW students are expected to engage all client systems at the entry-level of practice within the micro, mezzo and macro levels of social work practice. The BSW curriculum also prepares the students for graduate level work in an MSW program.

For graduate students, the field practicum is intended to provide learning experiences that enable them to practice as advanced generalists. Field practicum assignments in the graduate program ought to teach students to (1) demonstrate the ability to practice independently, (2) intervene with client systems of all sizes, and (3) effectively intervene in situations where there is a significant risk to the physical and/or emotional well-being of the client. Students in the advanced year must demonstrate the capacity to intervene in complex situations at all levels of social work practice.

Mission of Department of Social Work

The mission of the Department of Social Work is to prepare culturally competent generalist and advanced generalist level social work practitioners who are guided by professional values, ethics, and evidence-based practice towards a purpose to enhance the quality of life for individuals, families, groups, organizations and communities. They provide provide service and leadership by implementing prevention and intervention services to diverse client systems and they advocate for social and economic justice in practice, policy, and research in a global society.

The MSW Program Goals

The MSW program has developed five goals that derived from its mission and reflect the social work profession's purpose and core values and the program's context. The goals are as follows:

1. To graduate advanced level practitioners who can independently employ empowerment oriented and strengths perspective frameworks to work with marginalized and oppressed populations within the context of a Black perspective for social work practice.
2. To provide the social work profession with advanced generalist practitioners who are able to think critically and possess the requisite knowledge and skills to work independently with diverse client systems, particularly those from rural communities, in a global society.

3. To graduate advanced level social workers whose orientation for service intervention begins with prevention, and who are able to identify and incorporate protective factors and utilize the professional relationship when assessing and intervening with diverse client systems, particularly those that are experiencing difficult and complex challenges.
4. To graduate advanced level social workers who demonstrate the ability to formulate and reformulate policies and advocate macro level systemic change, while exhibiting knowledge and sensitivity to trends, practices, and concepts that shape and inform social work practice with diverse client systems.
5. To graduate advanced level practitioners who can competently utilize scientific inquiry to inform and evaluate the effectiveness of their practice and use program evaluation results to improve service outcomes for clients.

The BSW Program Goals

1. To prepare students to practice as entry-level generalist social workers using the person in environment framework.
2. To graduate students who employ empowerment-oriented and strengths-based frameworks to promote human and social wellbeing for social work practice within the context of a diverse (Black) perspective for global social work practice and the changing demographics of
3. To graduate students who engage in practice informed research and research-informed practice to generate data that will be used to evaluate the effectiveness of interventions with individuals, families, groups, organizations, and communities.
4. To prepare students to use critical thinking in order to employ a range of prevention and intervention methods to the service delivery of the diverse clients they serve.
5. To prepare students who understand the contexts that shape practice, Delaware's rural populations, and who possess ethical principles with a level of awareness and sensitivity, that will enable them to practice with culturally diverse populations on the micro, mezzo, and macro levels.
6. To graduate students who advocate for human rights and social-economic-environmental justice with a commitment to engaging in activities aimed at ensuring that the basic needs of all people are met, nationally and globally.

Field Instruction as Signature Pedagogy

Field instruction is the heart of social work education. As the signature pedagogy, it provides undergraduate and graduate students the opportunity to apply the knowledge, values, and skills that are taught in the classroom in actual situations involving real client systems that seek to change in some self-determined manner.

The primary objective of field instruction is to develop and refine the student's understanding and application of micro, mezzo and macro practice skills at both the entry-level (for BSW students) and the advanced level (for MSW students) with, and on behalf of, all client systems (individuals, families, groups, organizations, and communities).

Field instruction affords students the opportunity to take risks and to evaluate their own supervised practice within a structured and supportive environment. At the same time, students test their commitment to the profession's change-agent identity. Through learning assignments that entail evaluating agency programs and services, students discover their capacity to: (1) advocate for programs and services that meet the needs of individuals; and (2) assist agencies to develop programs that address the needs of individuals. Field instruction also helps students develop the ability to advocate for a society that supports the emotional and physical well-being of all persons on a local, national and global level.

The Place of Field Instruction in the Department of Social Work Curricula

BSW Program

Students enroll in field instruction courses in their senior year. Field instruction is concurrent with fourth-year courses, which include two practice courses. To be eligible for placement in the field, BSW students must have passed all prerequisites and social work courses. Completion of these courses with a "C" or better is required before the student is considered for placement in the field. BSW students are required to take two field instruction courses (SCWK 450 and 451) during the same semester they take Issues in Social Service Delivery (SCWK 421) and Senior Seminar (SCWK 460) respectively.

MSW Program

In the MSW program, field instruction courses are provided concurrently with the eight courses that comprise the practice sequence.

Master Program

Year One Fall Semester			Year One Spring Semester		
Course	Course Name	Cr	Course	Course Name	Cr
SCWK 601	Social Welfare Policies & Services Policy I	03	SCWK 602	Social Welfare Policies & Services Policy II	03
SCWK 603	Human Behavior & the Social Environment I	03	SCWK 604	Human Behavior & the Social Environment II	03
SCWK 605	Generalist Practice I	03	SCWK 606	Generalist Practice II	03
SCWK 607	Research & Evaluation I	03	SCWK 608	Research & Evaluation II	03
SCWK 633	Field Practicum I	02	SCWK 634	Field Practicum II	02
	Total Credits	14		Total Credits	14
Year Two Fall Semester			Year Two Spring Semester		
Course	Course Name	Cr	Course	Course Name	Cr
SCWK 646	Advanced Generalist Practice I	03	SCWK 668	Advanced Generalist Practice III	03
SCWK 647	Advanced Generalist Practice II	03	SCWK 669	Advanced Generalist Practice IV	03
SCWK 643	Theories of Personality & Adult Psychopathology	03	SCWK 610	Administration, Management & Supervision	03
SCWK 651	Practice & Program Evaluation for the Advanced Practitioner	03	SCWK 660	Advanced Generalist Practice in a Public Health Context	03
SCWK 635	Field Practicum III	04	SCWK 636	Field Practicum IV	04
	Total Credits	16		Total Credits	16

Students who are not enrolled in the required practice courses cannot enroll in any field instruction courses. Students who are enrolled as part-time students entering the program do not take field instruction courses during their first year.

Generalist Practice for Social Work

BSW and MSW students are expected to practice in a manner reflecting generalist practice.

Generalist social work practice refers to an orientation to social work intervention that is not limited to one field of practice, one issue area, one specific practice setting, or reliance on a particular theoretical intervention framework. Generalist practice perspective assumes the capacity of the social worker to apply culturally competent tools and employ multiple theoretical frameworks to assess clients and to assist all client systems in their efforts to solve their issues regardless of agency setting.

Generalist social work practice requires the practitioner to transfer knowledge, values, skills, and theoretical frameworks from situation to situation and from setting to setting. Generalist practice also requires practitioners to consider and utilize the transactional relationship between the person and the environment. This requires that attention is focused simultaneously upon the individual's concerns and upon societal barriers including, but not limited to, poverty, racism, and sexism that contextualize the person's circumstances.

While the generalist social worker provides services to anyone in need, the profession places particular emphasis on vulnerable populations who are oppressed because of their ascribed unequal social status in society (e.g., ethnicity, gender, age, disability, economic status, and/or sexual orientation). Thus, the generalist practitioner is concerned with promoting social justice and eliminating social and economic injustices that inhibit certain individuals, groups, and communities from fulfilling even their basic needs. The generalist social worker addresses the forms of oppression and discrimination listed above by utilizing concepts, principles, and processes grounded in the philosophies of strengths and empowerment.

Advanced Generalist Practice

Generalist practice, at the advanced level, is demonstrated by the ability to intervene in situations involving multiple systems where there is a significant risk to the physical and/or emotional well-being of the client system. In such situations, the advanced practitioner utilizes multiple theoretical frameworks to reduce and/or eliminate the client system's vulnerability to critical outcomes. These outcomes can include significant harm, danger and/or death (as in the case of suicide or sexual abuse), diminution in services provided by the agency and/or the destructive ramifications of serious social issues (e.g., poverty, inadequate housing, and drug abuse) for communities. The social worker, at this level, is capable of either working independently or with minimal supervision, and providing the knowledge and skills to promote sustainable changes in policy and service delivery at the micro, mezzo and macro levels of practice.

Also, advanced generalist practice is evidenced by the social worker's ability to influence the outcome of services to clients by assuming roles that require leadership skills, (e.g., administrator, program evaluator, community organizer) and the ability to mediate conflict and/or to provide consultation.

Field Instruction

Field instruction is the heart of social work education. Field instruction gives baccalaureate and graduate students the opportunity to apply the knowledge, values, and skills that are taught in the classroom in actual situations involving real client systems that need to change in some way.

The primary objective of field instruction is to develop and refine the student's understanding and application of micro, mezzo, and macro practice skills at the entry (for baccalaureate students) or the advanced level (for MSW students) with, and on behalf of, all client systems (individuals, families, groups, communities and organizations).

Field instruction permits students to develop their readiness for, and competence in, dealing with difference, and to experience the impact of difference on both the client system and themselves.

Also, field instruction affords the student the opportunity to take risks and to evaluate one's own practice, within a structured and supportive environment. At the same time, students test their commitment to the profession's change agent identity. Through learning assignments that entail evaluating agency programs and services, students discover their capacity to: (1) advocate for programs and services that genuinely meet the basic needs of individuals and (2) assist agencies in developing programs that address the needs of individuals who are in trouble. Furthermore, field instruction is intended to help students develop the ability to advocate for a society that really supports the emotional and physical well-being of all persons and communities.

Department Underpinnings

Part of an academic unit based in a Historically Black College and University (HBCU), the BSW and MSW curricula at Delaware State University is distinguishable from many of the graduate social work programs nationally. A key to comprehending the curricula's uniqueness is accepting and understanding that one may see the world differently as an African-American. Being Black in the United States dictates that those persons who are members of "protected minorities" and others who belong to groups that are targets for discrimination, violence, and prejudice must, at times, redefine themselves in order to maintain some control of their reality(ies). This perspective provides a starting point from which to observe and act upon the issues and social realities facing other groups in American society whether they are poor whites, other people of color, sexual minorities, disabled persons, or people facing various forms of systematic discrimination and oppression.

The Department of Social Work has adopted five underpinnings that support its mission and purpose and strengthen its explicit and implicit curricula. These underpinnings, listed below, are also included on the Department's website and in the BSW and MSW Student Handbooks. The underpinnings and their corresponding definitions are:

1. **Strengths Perspective** – Internal or external features and assets that, if identified, may mobilize or enhance a client system to achieve positive change.
2. **Empowerment Perspective** – The process the social worker applies in order to help individuals, families, groups, organizations, and communities obtain power so that they gain greater control over their well-being, presently and in the future.
3. **Rural Perspective** – The understanding that people who are nurtured and live in rural communities have a unique culture and mores that shape some of their expectations and behaviors.
4. **Global Perspective** – An approach to helping that embraces the commonalities and differences that exist personally, communally, culturally, and religiously that all citizens in the world share regardless of their place of birth or citizenship.
5. **A Black Perspective for Social Work Practice** – A prototype for understanding the unique experiences and worldviews associated with being of African genetic origin in the United States that can also be used in practice with other oppressed client systems.

The Field Educational Policy and Accreditation Standards (CSWE, EPAS, 2015)

Educational Policy 2.2—Signature Pedagogy:

Field Education Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. Field education intends to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a fundamental precept of social work education that the two interrelated components of the curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies.

The nine Social Work Competencies are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their

professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and useful.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; present themselves as learners and engage clients and constituencies as experts of their own experiences; and apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers: apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing the science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers: use practice experience and theory to inform scientific inquiry and research; apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; assess how social welfare and economic policies impact the delivery of and access to social services; apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to engage with diverse clients and constituencies effectively. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and use empathy, reflection, and interpersonal skills to engage diverse clients and constituencies effectively.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the broader practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers: collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to intervene with clients and constituencies effectively. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers: (1) critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; (2) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; (3) use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; (4) negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and (5) facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers: select and use appropriate methods for evaluation of outcomes; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; critically analyze, monitor, and evaluate intervention and program processes and outcomes; and apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

SECTION II

Criteria for Selecting Field Placement Settings

Agencies and institutions interested in establishing an affiliation with the Department of Social Work as a field practicum setting must meet the following standards and agree to fulfill the duties and responsibilities that are a component of the standards:

1. The agency provides a service to the community that meets a recognized need.
2. The depth and scope of the agency's services ensure learning experiences which reflect the Department of Social Work's curricula and the students' learning needs.
3. Agency personnel who meet the Department of Social Work's qualifications for agency field instructors are available.
4. Individuals who provide field instruction have available time to conduct weekly supervision conferences with students, meet with Department of Social Work faculty, read and analyze student records and process recordings, collaborate with agency staff to develop learning experiences, and attend agency field instructors' meetings and seminars.
5. The agency will provide an orientation for all students placed in the agency regardless of the student's level of experience. The orientation program will focus on topics including, but not limited to, the agency's function, goals and objectives, policies, procedures, client population, funding sources, organization, and other relevant descriptors and processes.
6. The agency has adequate space and equipment for the student to carry out the assigned learning assignments (i.e., desk, telephone, record keeping supplies, etc.).
7. Agency stability is sufficient to provide an uninterrupted field practicum experience for the duration of the student's placement.
8. The agency's approach to social work practice reflects the values and ethics of the profession of social work.
9. The agency demonstrates it has an adequate record keeping system to track completed student field placement hours.
10. The agency's orientation to service delivery is compatible with the theoretical frameworks that undergird the Department of Social Work's curricula for the BSW and MSW programs. The Department's five underpinnings are strengths, empowerment, rural, global, and a Black perspective.

11. The agency views its relationship with students as fulfilling an educative function.
12. The agency is committed to changing those conditions that are averse to the well-being of individuals, families, groups, organizations and communities.
13. The agency will provide the Department of Social Work access to the cases in which the student is involved, without violating client confidentiality.
14. The agency will, when appropriate, allow students to conduct their course-related research projects, which will help ensure that students engage in research-informed practice and practice informed research.

Field Placement Process

NOTE: Student cannot stay in the same field placement setting two years in a row. Students must experience a different learning setting and Field Instructor.

BSW Students

Planning for field placement for BSW students begins in the junior year. The Director of Field Instruction meets with all junior students at their end of the spring semester. The following steps are followed when placing BSW students in field.

1. Explain and discuss the purposes and objectives of field instruction.
2. Review eligibility requirements for field instruction.
3. Describe the scope and depth of learning experiences the students will be assigned.
4. Students are provided with an Application for Field Placement form.
5. Students meet with their academic advisor to ensure all field prerequisites have been satisfactorily completed. Students also have the opportunity to discuss field placement options with their academic advisor in relation to their own learning needs, career interests, and experiences. At the conclusion of that meeting, the student and academic advisor sign the Application for Field placement.
6. The Application for Field Placement is submitted to the Director of Field instruction, who then provides the student with referrals for possible field placements.
7. After the above meeting, the student arranges a pre-placement interview with prospective field placement agencies. The purpose of these interviews is to: (1) meet the supervisor who will provide field instruction; (2) learn about the agency in terms of history, objectives and client population; (3) receive information about learning opportunities the agency can provide; (4) provide personal background information; (5) discuss the student's strengths and weaknesses; and, (6) identify desired learning experiences.
8. Following each pre-placement interview, the student completes a Verification of Pre-Placement Interview form, which is provided by the Field Instruction Office.

9. The placement is confirmed when the student, the Director of Field Instruction, and the placement agency reach a mutual agreement regarding the student's placement.

MSW Students

First Year MSW Students

The field placement process for first-year MSW students proceeds as follows:

1. Following confirmation that the student has been accepted to the MSW Program, full-time students are sent the Application for Field Placement. Students are instructed to return the application to the Director of Field Instruction.
2. The Director of Field Instruction contacts the student to discuss:
 - a) Skills - those acquired, to be acquired, and to be refined;
 - b) What they desire to learn;
 - c) Professional interests and career objectives.
3. The Director of Field Instruction will recommend placement opportunities and will instruct the student in arranging a pre-placement interview at each recommended site. The purpose of these interviews are to:
 - a) Meet the social worker who would provide field instruction.
 - b) Learn about the agency regarding history, objectives, and client population.
 - c) Explore learning opportunities the agency can provide that are relevant to the needs and interests of the MSW student.
 - d) Provide personal background information.
 - e) Discuss strengths and weaknesses.
 - f) Identify desired learning experiences.
4. If the student indicates acceptance of the field placement to the Field Supervisor, the Director of Field Instruction will contact the agency to confirm acceptance of the student.
5. The Director of Field Instruction will contact the student to confirm the placement.

Second Year MSW Students

The placement process for second-year MSW students includes the following steps:

1. The Director of Field Instruction provides the student with the Application for Field Placement at the end of the fall semester.
2. The student meets with the academic advisor to confirm that they are eligible for placement in the succeeding semester and to discuss the issues delineated in Step 2

of the placement process for first-year MSW students.

3. The Director of Field Instruction will recommend placement opportunities and will instruct the student in arranging a pre-placement interview at each recommended site. The purpose of these interviews are to:
 - a) Meet the social worker who would provide field instruction.
 - b) Learn about the agency regarding history, objectives, and client population.
 - c) Explore learning opportunities the agency can provide that are relevant to the needs and interests of the MSW student.
 - d) Provide personal background information.
 - e) Discuss strengths and weaknesses.
 - f) Identify desired learning experiences.
4. If the student indicates acceptance of the field placement to the Field Supervisor, the Director of Field Instruction will contact the agency to confirm acceptance of the student.
5. The Director of Field Instruction will contact the student to confirm the placement.

Time Requirements and Policies for Field Instruction

BSW Program

Students must complete a minimum of 200 hours per semester and 400 hours for the academic year within a field instruction placement. Students typically attend the field placement two days per week, and complete 14 hours per week.

MSW Program, Online and Face to Face

Full-time students complete the field course their first and second year of the program.

Part-time students complete the field course their second and third year of the program.

a. First-year students must complete 200 hours per semester and attend field weekly. Students typically attend the field placement two days per week and have their placement 14 hours per week.

b. Second year/Advanced standing students must complete 250 hours per semester and attend field weekly. Students typically attend the field placement three days per week and must be in the field 18 hours per week.

Completing minimum time requirements before the end of the semester does not allow the students to discontinue attending their field placement. Since field instruction in the social work program at Delaware State University is organized according to a concurrent model, field and practice courses are taken simultaneously. **Note: Most agencies only have daytime hours for**

students. It is the student's responsibility to manage their time and make arrangements to attend their field placement on the agreed upon days for the duration of their placement.

Holidays

Students are entitled to holidays observed by the agency as well as the holidays that are listed in the University's Academic Calendar. If, however, the agency expects the student to report to the placement during a holiday that the University observes (e.g., Christmas break), this expectation ought to be agreed upon by the student and the agency during the pre-placement process.

When observing agency holidays or university holidays, the student need to understand that the agency's holiday schedule and university's holiday schedule does not preclude the program's minimum time requirements for field instruction. Students must make up any missed field hours and meet the program's minimum time requirements.

Official University holidays are:

- Labor Day
- Thanksgiving
- Christmas Recess
- Martin Luther King's Birthday
- Spring Recess
- Easter Recess

Sick and Snow/Weather Days

Students may not count holidays, snow/weather days, sick days, or other days they are not in field as field hours. Students and Field Instructors must negotiate a plan to make up field hours due to the student's sick time, family illness, holidays or snow/weather days.

Absences from the Field Practicum

Students are expected to perform fieldwork responsibilities with the same degree of accountability as in a paid position which includes the observation of all personnel practices established by the agency. Students are expected to be present at the agency as scheduled. Changes to schedules ought to be negotiated ahead of time. In the case of emergency or illness, agency Field Supervisors and Faculty Field Liaisons ought to be notified directly and as early as possible. Because successful fieldwork relies on students becoming an integral part of the agency and assuming meaningful responsibilities, students must realize that their absences can have effects on quality of service to the agency's clients. Repeated absences will affect the student's field performance and evaluations. Students are expected to work the required hours per week in the agency. Any time off for sick days, emergencies, weather-related events, etc. must be made up by the student.

Exemptions from Fieldwork or Coursework

There are no exemptions from Field Education or classroom credits based on prior experience. The Accreditation Standards of the Council on Social Work Education specifically state that academic credit for life experience and previous work experience shall not be given, in whole or in part, instead of the field practice. If a transfer student took field courses at another institution, field courses do not transfer at any time.

Issues within the Agency

In the case that a student has serious concerns regarding an agency policy, the workload, responsibilities, or any other significant issue, the student ought to take the following steps:

- Discuss the issue(s) with the Field Supervisor and attempt to find solutions.
- If this is not successful, then communicate with the Faculty Field Liaison to assist in issue resolution.
- If the issue can still not be resolved, the student may contact the Director of Field Instruction to meet to discuss the possible need for a change in the agency and/or to issue solve.

Changing Agency Placements

Students will remain in the same placement for the entire two-semester course sequence. It is essential to not only learn specific tasks within an agency but also to perform these tasks until they can be mastered. In general, students spend much of the first semester/term learning about the functioning of an agency and practice the social work skills during the second semester/term. Therefore, changes in field placements during the year can pose issues for the student and the agency. Ultimately, the decision to change student field placements lies solely with the Director of Field Instruction.

Field placements are to occur in the two sequential semesters (fall and spring) at the same agency. If an agency cannot fulfill its obligation to the University, the Director of Field Education may offer the student another placement without the need to repeat time already spent in the previous placement.

Withdrawal from a field placement without departmental approval is, in effect, withdrawing from the social work major. In such cases, the student will not be allowed to enroll in fieldwork and practice courses unless they are readmitted to the program. The student must begin this process by formally reapplying to the program.

SW Students

1. The agency Field Instructor is responsible for recommending the student's grade for field instruction.
2. The final assignment of field instruction grades is the responsibility of the Faculty Field Liaison and Director of Field Instruction.
3. The minimum passing grade for all field instruction courses for BSW students is a "C". Receiving a grade below a "C" will require the student to repeat the course.

4. Students who are assigned the grade of “D” or below for Field Instruction I (SCWK-450) cannot register for Field Instruction II (SCWK-451) until the previous course is passed.
5. Students who are assigned an unsatisfactory grade for Field Instruction II (SCWK-451) are not eligible to graduate until the minimum grade of “C” has been submitted to the Registrar.

MSW Students

1. The agency Field Instructor is responsible for recommending grades for field instruction.
2. The final assignment of field instruction grades is the responsibility of the Faculty Field Liaison and Director of Field Instruction.
3. The minimum passing grade for all field instruction courses for MSW students is “B.” Receiving less than a “B” will require the student to repeat the course.
4. Field instruction courses are taken in sequence. Thus, students who earn the grade “C” in a field instruction course are not permitted to enroll in the next field instruction course.
5. Based on the curriculum, students must take the practice course congruently with the field course.

BSW and MSW Students

Educational Review Policies and Procedures

The policies and procedures pertaining to educational review of student performance are based upon the belief that an assessment of student performance is a process with outcomes that reflect the performance of the student, the agency Field Instructor, and the faculty of the Department of Social Work.

The Department of Social Work is committed to graduating students who display attributes that exemplify the knowledge, values, and skills that are essential for competent social work practice. When a student’s behavior, either in the classroom or the field placement, demonstrates that either they are unable to assume responsibility for her/his own learning, evidences a lack of capacity to maintain professional relationships, and/or demonstrates an inability to internalize the profession’s ethics or values, a formal review of the student will be initiated.

When, on the basis of feedback from the agency Field Instructor, the Faculty Field Liaison believes that the student’s performance is minimal but not yet unsatisfactory, the Faculty Field Liaison will inform the student and the academic advisor in writing of the student’s marginal performance. The Faculty Field Liaison will also initiate the process described below. This process, however, is not used in situations where the student does not agree with a grade that has been assigned for a field instruction course.

Termination of Field Placement Policy

Student-Initiated Termination

If a student becomes dissatisfied with the placement, the student will discuss his or her concerns with the agency Field Instructor and, if the issue is not resolved, the Faculty Field Liaison will attempt to develop a written plan with all parties to continue the placement. The student may make a request, in writing, to the Director of Field Instruction to terminate the practicum placement and the Director will provide a decision based on the concerns of the student, the ability of the student and agency to work together for the remainder of the placement, and/or the likelihood that the placement can have a successful outcome. In cases where an appropriate replacement cannot be made, as determined by the Director of Field Instruction, the student may need to drop the field education and co-requisite courses.

Agency Initiated Termination

Termination also may be requested by the agency for reasons related to poor academic and/ or non-academic performance. In these cases, the agency Field Instructor will inform the Faculty Field Liaison of any behaviors on the part of the student that caused the agency Field Instructor to question if the student ought to remain in the agency. As soon as issues about the student's ethics, behavior, or performance in the field experience arise, the agency field instructor must consult with the Faculty Field Liaison regarding the noted issues so that they are addressed and, subject to the agency's agreement, a corrective plan of action is developed and implemented as expeditiously as possible. If the terms of the corrective plan of action are not satisfied within the specified time period either because the student did not, or could not, perform as delineated in the plan, the Faculty Field Liaison must notify the Director of Field Instruction that continuation of the field placement is in jeopardy. At this point, the situation must be reviewed in accordance with Department policies and procedures, e.g., academic review listed in Field Manual and Student Handbook.

To initiate termination procedures, the Field Instructor and the Faculty Field Liaison must prepare separately written summaries of the events leading to the recommendation to terminate the placement. Copies of the evaluation that terminates the student must be provided to the student, the student's academic advisor, Program Directors and Director of Field Instruction. The Director of Field Instruction will advise the Program Directors and Chairperson of the Department of Social Work who will convene a faculty panel to conduct an Academic Review to determine the student's continued standing in the program.

A student's field instruction placement may be terminated solely by the agency at its discretion for the following reasons:

1. Serious or repeated violations of the agency's policies and procedures.
2. Failure to disclose critical background information in applications forms, pre-placement forms, or during the interview process.
3. Exhibiting behaviors and attitudes inconsistent or at odds with the values of the profession.
4. A violation of professional ethics and standards for ethical practice.
5. Unexcused and prolonged absences from the field experience.
6. Attempts to harm oneself or others.
7. Any inappropriate and/or sexual relationship with an agency client.

8. Reporting to the practicum site under the influence of alcohol or drugs.
9. Other reasons as determined by the agency.

Dismissal Criteria

The Department of Social Work has developed criteria and procedures for decisions that can lead to a student's dismissal from the program and to fail the field course. Any and all of the following criteria will result in termination from the BSW and MSW program:

1. ***Inadequate Academic Performance*** – The student consistently performs below average levels in basic education courses and/or social work required courses.
2. ***Little or No Evidence of Professional Responsibility*** – The student is consistently late in meeting academic or agency deadlines or fails to complete requirements.
3. ***Inappropriate Adaptation to the Goals of the Social Work Profession*** – Through attitude and behavior, the student demonstrates a lack of commitment to the profession of social work. As the student advances through the social work curriculum, the student is expected to identify with and develop a commitment to social work values and goals. Diversity is valued, and students are expected to express a variety of opinions and ideas. The student ought to be receptive to new ideas and accept learning about a variety of approaches.
4. ***Inadequate Interpersonal Skills*** – The student is unable to relate to others appropriately and/or in congruence with the values, ethics, and beliefs of the social work profession, which includes faculty, other students, and clients. The profession of social work requires that one possess the ability to relate to individuals non-judgmentally and with warmth and sincerity.
5. ***Personal Issues*** – The student's personal or emotional difficulties consistently and significantly interfere with performance and/or learning. They may also deter this student from relating helpfully to clients and/or developing self-awareness for professional practice in social work.
6. ***Violation of the Code of Ethics*** – Each student is apprised of the requirement to adhere to the National Association of Social Workers Codes of Ethics of the University, Department, and the profession.
7. ***Use of alcohol, drugs, and illegal substances or the inappropriate use of prescribed medication during the field process and while in the field placement-*** Each student will conduct themselves safely and professionally at all times. Any student that consumes alcohol, uses drugs or any illegal substance, or uses prescribed medication inappropriately will fail the field course. The student will be reported to the program director for possible termination from the program and will be reported to judicial affairs.

SECTION III

Roles and Responsibilities of Field Instruction Office

Director of Field Instruction

The Director of Field Instruction has primary responsibility for the management of the Field Instruction Office. This responsibility involves developing field placements that meet the criteria of the Department, arranging students' field placements, monitoring the Faculty Field Liaisons' interaction with agency representatives, and involvement in decision making in any issues pertaining to students and the Field Instruction Office. The Director of Field Instruction reports to the Chair of the Department of Social Work.

Duties and Responsibilities:

1. Works with the Field Staff to develop placements and to evaluate the quality of those placements.
2. Informs placement agencies of the educational objectives of Field Education and to provide a general overview of the social work curriculum.
3. Works with the Field Staff to coordinate and implement the placement process for students.
4. Works with the Field Staff to communicate to students information about potential placement agencies.
5. Consultant to Field Instructors and Field Liaisons.
6. Intervenes when difficulties arise in field placements that cannot be resolved by the Field Liaison, Field Instructors, and student.
7. Monitors field seminars to ensure consistency with curriculum design.

Agency Field Instructor

Agency Field Instructors are selected by the agency executive or an agency program director in conjunction with the Director of Field Instruction. The Department of Social Work seeks to recruit Agency Field Instructors who have a Master's of Social Work Degree from an accredited school or department of social work, plus two years' experience. The following criteria are used to select agency field instructors:

1. A personal commitment to his/her professional development and growth within a developing profession.
2. A working understanding of the agency's program(s) and methods of providing services to clients.

3. The ability to teach knowledge, values, and skills consistent with the Department of Social Work's curricula for the BSW and MSW programs, and the social work profession.
4. Support of the agency administrator.
5. Ability to evaluate student performance.
6. Ability to provide 1 hours of supervision weekly.
7. Ability to stimulate students in the learning process.

Duties and Responsibilities

1. Attends orientation for field instructors.
2. Provides the student a suitable workspace and orientation to the agency, program, and services.
3. Develops learning objectives and tasks for students that are consistent with the curricula of the Department of Social Work, maximizing the student's exposure to policies, experiences, and cases where issues such as diversity, populations-at-risk, values, ethics, policy, human behavior and research are relevant.
4. Teaches students social work practice within a theoretical framework that includes the knowledge, values, and skills that undergird professional social work practice.
5. Structures assignments to help the student learn a broad range of social work interventions common to generalist social work practice (including practice with individuals, families, groups, organizations and communities).
6. Creates with the student a learning agreement that reflects the individualized learning activities to reflect the practice behaviors.
7. Provides on-going feedback of the student's progress in meeting his/her learning agreement practice behaviors and core competencies.
8. Helps the student integrate the field education experience with academic learning.
9. Coordinates the involvement of other agency staff with the student's learning experience.
10. Reviews and signs the student's timesheets, learning agreement, process recordings, evaluations, etc.

11. Attends two seminars for agency field instructors conducted by the Department of Social Work a semester.
12. Collaborates with the Department of Social Work regarding the students' learning needs, interest, and progress.
13. Assesses student performance and progress at intervals designated by the Department of Social Work.
14. Prepares and submits formal student evaluations to the Department of Social Work.
15. Contributes to the curricula of the Department of Social Work to ensure that course content is relevant to developments in the field.
16. Provides an assessment of the field practicum experience by submitting the agency field instructor feedback form.

Agency Task Supervisor

Agency Task Supervisors are designated by the agency field instructor for times when they are not on site. Agency task supervisors also are used when there is not a social worker that possesses an MSW on site. Agency Task Supervisors either report to the Agency Field Instructor or the Faculty Field Liaison.

1. The agency task supervisor is the on-site, day-to-day person who assigns the student tasks to be accomplished.
2. The agency task supervisor reports to the MSW agency supervisor for direct relevant task assignments and regularly scheduled updates about the student's performance.
3. The agency task supervisor is present for conferences with the student and the MSW agency supervisor.

Faculty Field Liaison

The Faculty Field Liaison is a member of the Delaware State University faculty, or is an individual designated by the Department of Social Work who is responsible for monitoring and supporting students' progress in the field.

Duties and Responsibilities

1. Acts as the communication link between the agency Field Instructor and the Social Work Department, once a student is assigned to an agency, regarding pertinent issues related to the student and Field Education curriculum.
2. Visits students in the field placement setting at least one time each semester

3. Plans and conducts field instruction seminars for all students at least once each semester as indicated by the Director of Field Instruction.
4. Reviews the learning agreements to ensure that the content is consistent with the program's curricula and the student's level of ability and progress.
5. Assists the agency Field Instructor to plan appropriate learning experiences for students.
6. Ensures that students are assigned learning experiences that will enable them to master the competencies.
7. Mediates disagreements between students and agency settings.
8. Reads each student's field practicum journal and meets with the student to reflect on the journals and the student's progress in the field.
9. Collects timesheets.
10. Assigns the student's field instruction grade.
11. Attends field seminars for students.
12. Submits Faculty Field Liaison Reporting Form and site visit forms to Director of Field Instruction
13. Attends the Field Liaison orientation.
14. Is available as a consultant to the Field Supervisor and acts as the field instructor supervisor as needed.
15. Is available as a resource for the student.
16. Holds individual conferences with students who are having difficulties in Field Education and/or need clarification of Field Education related matters.
17. Recruits and markets for new field placement agencies.

Roles and Responsibilities of the Student

Student Interns

The learner is placed by the Department in an agency site to learn and integrate the knowledge, skills, and values of the social work profession, under the direction of the Agency Field Instructor, following the policies of Delaware State University Field Instruction Office, field curriculum, and guided by the school Faculty Field Liaison.

Duties and Responsibilities

1. Follow school guidelines for placement.
2. Arrive on time for placement, field instruction, and field seminars.
3. Follow the NASW Code of Ethics in placement.
4. Complete criminal background check.
5. Purchase professional student intern liability insurance through the NASW.
6. Complete all assignments on time.
7. Be open to constructive feedback.
8. Be pro-active in your role as a learner by identifying learning needs and seek to meet them.
9. Maintain agency and practice guidelines.
10. Share concerns/issues/questions promptly with your agency Field Instructor and/or Faculty Field Liaison.

11. Complete and submit process recordings on time to your agency Field Instructor.
12. Be self-reflective; take time to process feelings, thoughts, and actions.
13. Take the initiative for using the field placement to enhance learning opportunities.
14. Abide by the rules established by the agency for hours worked.
15. Act as a professional in transactions with the client system in the delivery of service.
16. Demonstrate interviewing and assessment skills in a manner consistent with the practice model and core competencies.
17. Demonstrate acceptance and use of social work values, especially as applied to cultural, racial and gender factors.
18. Integrate theory and practice by applying principles of social work learned in the classroom to the field and striving to improve skills through periodic self- evaluation.
19. Develop, in consultation with the Field Supervisor and Field Liaison, the learning agreement.
20. Participate in all required three-way conferences with the Field Supervisor and Field Liaison.
21. Discuss with the Field Supervisor and Field Liaison areas of disagreement, Dissatisfaction, or confusion in respect to any part of Field Education.
22. Complete all course requirements within the specified deadlines.
23. Understand the core competencies of Social Work practice.
24. Follow all University and Social Work Department policies and procedures.
25. Take responsibility for obtaining information about the agency's structure, function, policies, procedures, chain of command, funding sources, and charter.
26. Follow the university's academic calendar to ensure smooth integration between fieldwork activities and school requirements.
27. Prepare written materials for the classroom and field placement agency, including case materials and clinical notes with particular attention to maintain confidentiality.
28. Give the agency Field Instructor copies of syllabi for current courses, confirmation of liability insurance, and a signed confidentiality agreement before field begins.
29. Maintain the confidentiality of clients and agency.
30. Participate in agency activities such as staff meetings, conferences, and in-service training.
31. Adhere to agency field placement criteria that, if not followed, could lead to a student's field placement termination, including: Serious or repeated violations of the agency's policies and procedures; Failure to disclose critical background information in applications forms, pre-placement forms, or during the interview process; Exhibiting behaviors and attitudes inconsistent or at odds with the values of the profession; Violating professional ethics and standards for ethical practice; Unexcused and prolonged absences from the field experience; Attempts to harm oneself or others; Any inappropriate and/or sexual relationships with an agency client; and, Reporting to the practicum site under the influence of alcohol or drugs.

Field Advisory Committee

To ensure relevance to practice, the Department of Social Work Field Instruction Office has an Advisory Committee composed of agency field instructors, BSW/MSW student representatives, alumni, BSW/MSW student-faculty, faculty field liaisons, and other social work professionals

from various community agencies. The chairperson of the Field Advisory Committee is the Director of Field Instruction. The Committee assists the field office in reviewing and developing policies and changes related to field instruction. This committee advises field staff on issues in the field and reviews proposals for changes and improvements in field education. Anyone interested in participating should contact the field office directly.

Professional Student Liability Insurance Policy

All students in field placement must have liability insurance before their first day of field placement. **There are no exceptions to this policy.** There are three ways to obtain coverage.

1. The student must submit proof of their own professional insurance at the time he/she enters the field. Coverage of a personal policy must be approved by the Department of Social Work and the field placement agency.
2. Students are included in the placement agency's coverage. In this instance, the agency must indicate, **in writing**, that students are covered by the agency's policy.
3. The student obtains coverage through the National Association of Social Workers (NASW) Insurance Trust. To obtain insurance in this manner, the student must join NASW. NASW applications, as well as applications for insurance, can be obtained from the NASW website (www.socialworkers.org).

Since some agencies provide insurance for students, either fully or partially, students should inquire about liability coverage for students during the pre-placement interview. All students are encouraged to join NASW for the following reasons:

1. Belonging to NASW denotes identification with the profession and the responsibilities associated with social work practice.
2. Membership in NASW includes a subscription to the Journal of Social Work (one of NASW's professional journals), the NASW News, automatic membership in the Delaware Chapter of NASW, and notification of state, national and international conferences, seminars and workshops.

Background Checks, Fingerprinting, Driving Record and Drug Screening

An increasing number of agencies, especially those dealing specifically with children and the justice system, require the disclosure of conviction records for misdemeanors and/or felonies. These agencies also may conduct periodic screenings to detect substance use. Therefore, students are often required to submit to state and federal background checks and drug screening tests before the start, and possibly during the term, of the practicum. Findings in the background checks and/or drug screening tests may affect a student's ability to participate in a field placement and complete the social work program. Students should have their background checked prior to going into the field placement. Some agencies may require that students obtain a driving record history if the students will be driving the agency's car or transporting clients.

Policy on Transporting Agency Clients

It is strongly recommended that students NOT transport agency clients in their own vehicles. Many agencies will require students to use their own vehicle to make visits during the course of their placement, and most will reimburse for mileage. Students should ask about these requirements and expectations of personal vehicle usage during the initial interview with agency staff. Students should also investigate if the agency's insurance policy will cover their vehicle.

Policy on Home Visits

Students are expected to follow agency guidelines on home visits similar to those followed by agency staff members. All home visits must be made with the full knowledge of the agency. Students who feel they are being asked to conduct home visits that are not safe are urged to discuss the situation with their agency's Field Instructor. If the situation cannot be resolved, then students will consult their Field Liaison. If an agency is unable to accommodate the safety of a field student, the field placement may be terminated.

Policy on Sexual Harassment and Non-Professional Relationships

NASW's *Code of Ethics* urges social workers to avoid dual relationships with clients whenever possible. It states, "Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively." The *Code* also prohibits sexual relationships and sexual harassment between social worker and client (previous or current) and between student and supervisor. Therefore, non-professional relations between social work students and faculty, agency staff, and agency clients or family members are unacceptable.

Policy on Reporting Abuse and Neglect

It is the policy of the Department of Social Work that student interns follow all the state of Delaware statutes regarding the reporting of abuse and neglect that apply to professional social workers. Therefore, students in field placement have an obligation to report abuse and neglect if they have firsthand knowledge of it, or if they have personal knowledge of evidence that strongly suggests abuse or neglect. Each student should inform his or her agency Field Instructor, the Faculty Field Liaison and the Director of Field Instruction of firsthand knowledge of and/or suspected abuse.

Health Insurance Portability and Accountability Act (HIPAA)

In 1996, federal legislation enacted the HIPAA regulations to assure a system of accountability for use, transfer, sharing and full disclosure of information regarding any health-related matters for clients. For social workers, the responsibilities include supporting clients' rights. Many of the field placements require utilization of medical and personal information. While the confidentiality policy addresses the student role in keeping client information private and protected, HIPAA further delineates responsibilities when involved with medical information that could identify an individual.

DSU field placement students will adhere to the following protocols when working in a medical or health-related environment:

Students who are provided access to protected health information will review and acknowledge understanding of their agency policy regarding HIPAA. Information will be

disclosed within protocols specified by the agency. In most cases, clients are entitled to know when information is being disclosed, unless otherwise specified by agency policy.

- HIPAA requires that clients be notified of their rights regarding the privacy of information. When a field placement student is charged with the unauthorized disclosure of information, processing these allegations will be coordinated by the Agency Field Instructor, or another agency designee who may be the agency's designated HIPAA Compliance Officer.

Generally, information referred to as protected health information (PHI) may be disclosed under the following guidelines:

- Required by law. Disclosures of PHI are permitted when required by other laws, whether federal, tribal, state, or local.
- Public health. PHI can be disclosed to public health authorities and their authorized agents for public health purposes including, but not limited to, public health surveillance, investigations, and interventions.
- Health research. A covered entity can use or disclose PHI for research without authorization under certain conditions, including 1) if it obtains documentation of a waiver from an institutional review board (IRB) or a privacy board, according to a series of considerations; 2) for activities preparatory to research; and 3) for research on a decedent's information.
- Abuse, neglect, or domestic violence. PHI may be disclosed to report abuse, neglect, or domestic violence under specified circumstances.
- Law enforcement. Covered entities may, under specified conditions, disclose PHI to law enforcement officials pursuant to a court order, subpoena, or other legal order, to help identify and locate a suspect, fugitive, or missing person; to provide information related to a victim of a crime or a death that may have resulted from a crime, or to report a crime.
- Judicial and administrative proceedings. A covered entity may disclose PHI in the course of a judicial or administrative proceeding under specified circumstances.
- Cadaveric organ, eye, or tissue donation purposes. Organ-procurement agencies may use PHI to facilitate transplant.
- Oversight. Covered entities may usually disclose PHI to a health oversight agency for oversight activities authorized by law.
- Worker's compensation. The Privacy Rule permits disclosure of work-related health information as authorized by, and to the extent necessary to comply with, workers' compensation programs.

DSU field placement students will always check with the agency HIPAA compliance officer or the field supervisor prior to making disclosure of information that is protected.

SECTION IV: THE FIELD PRACTICUM

Field Instruction Process

Getting to know your student/pre-placement

1. Who is the student and his/her level in the program?
 - a. Past experience
 - b. Goals
 - c. Reason for choosing social work
 - d. Expectations of supervision
2. Agency Field Instructor's Professional Background
 - a. Past experience
 - b. Goals
 - c. Reason for choosing social work
 - d. Expectations of supervision
3. Give the student a start date and time, where to park, what to wear, where to eat, etc.
4. Introduce your student to the agency before s/he arrives
 - a. Provide a brief student biography or other introduction
 - b. Set up space for the student – an office, a desk, and a mailbox
 - c. Talk with support staff regarding their role with student
 - d. Talk with professional staff regarding their role with student

The First Day

1. Meet your student on time in the morning
2. Introduce the student to support and professional staff (perhaps breakfast or lunch)
3. Show student his or her space – office, desk, mailbox, telephone and how to use it
4. Provide a tour of the agency – give agency manual to the student to read
5. Introduce the student to the community the agency serves

The First Two Weeks

1. Continue introductions to staff – help student to understand a sense of how the agency operates.
2. Tour of the community: introduce your student to the community your agency serves, help her/him get a feel for the lives of the people coming to you for service.
3. Observation – set up opportunities for your student to observe you and other professional staff interviewing clients.
4. Case Assignment – assign the first case to the student; be sure to review the case with the student before the client is seen, and role-play.
5. Continue to meet regularly for one and one-half hours of supervision per week. Remember to begin the process recording as soon as possible. Give lots of feedback, both positive and constructive!
6. Review field course outline, and practice course outlines in syllabi. Students should make all practice course syllabi available to Field Instructor.
7. Review the learning agreement outline; encourage the student to begin to work on developing this in consultation with you.

Throughout the Semester/ Year: Practical Factors Regarding Supervision

1. Continue regularly scheduled field instruction and use of process recordings.
2. Continue to assign cases, keeping in mind the student's learning goals, EPAS competencies and practice behaviors, and how case assignments will help students achieve them.
3. Develop macro practice assignments with the student.
4. Facilitate integration of academic and field assignments and utilize practice course outlines.
5. Continually evaluate your student's work and provide ample feedback.
6. Maintain close contact with the Faculty Field Liaison.
7. Identify student's strengths and areas for development and incorporate these into your teaching plan and supervision/evaluation sessions.
8. Help student anticipate client and agency needs, as he/she moves through the year.
9. Facilitate the student's evaluation of professional and conscious use of self; work with clients and staff, and management of work responsibilities. Continue to help the student identify their professional development and achievements over time.
10. Discuss termination issues with your student related to clients, the agency, Field instructor, and agency representatives with whom the student interfaces throughout the placement.

Field Instruction Seminar

All agency field instructors are required to attend one field instruction seminar per semester and students are to attend orientation and two field seminars per semester. A field calendar is provided to field instructors. Field seminar dates that students are required to attend are listed in the course syllabus. Field instructors have their designated field instruction seminar days aside from the students' field instruction days. One to two seminars are conducted by the Department of Social Work and held each semester for students. The seminars are a component of the field instruction course and are required. **Students' attendance and participation in the seminars are a component of the field instruction grade.**

Planned seminars are scheduled by the Department's Director of Field Instruction. Notification of the dates and locations of the seminars are the responsibility of the field instruction office to disseminate during the academic year.

The objectives of the field instruction seminars are as follows:

1. To facilitate the integration of knowledge, values, and skills taught in the classroom in actual field practicum situations with, and on behalf of, individuals, families, groups, organizations, and communities.
2. To ensure that students are engaged in activities in the field that are consistent with standards set forth by the Council on Social Work Education and the Department of Social Work's curricula requirements for the BSW and MSW programs.
3. To give students the opportunity to share field practicum experiences with other students

and for field instructors to address the field experiences their agencies are providing for students.

4. To ensure that students understand and are integrating the theoretical underpinnings for social work practice as defined by the Department of Social Work's curricula with, and on behalf of, all client systems. The theoretical underpinnings referred to are the Strengths, Rural, Global, Empowerment, and a Black perspective for social work practice.

Learning agreement

The learning agreement plan sets forth "the script" that the student and the Field Instructor will follow during each semester that the student is in the field. As such, the learning agreement delineates for the student, the field instructor, and the faculty field liaison what is to happen, why it is to happen, and how the parts connect. The learning agreement ought to be considered as the tool to plan field practicum assignments and as a benchmark with which to evaluate the student's competence.

The learning agreement is a formal delineation of the student's educational goals and competencies, related learning tasks, and level of expected competence. The agreement also indicates the methods, techniques, and tools the agency field instructor will use to assess a student's progress and competence. Its purpose is to clarify learning competencies and tasks based on the student's learning needs, practice interests and the curriculum.

Students are expected to participate in the completion of the learning agreement. Thus, the agreement ought to reflect the student's assessment of their learning needs and interests, and an assessment of their strengths and weaknesses. The Department does not expect students who have little to no field experience to have the experience to initially specify their personal learning goals and objectives. However, it is likely that the student's input in the learning agreement will progressively increase both qualitatively and quantitatively over time. Thus, at the beginning of the spring semester, BSW students need to be capable of demonstrating their ability to utilize the curriculum and the performance criteria in the evaluation form as a guide to delineate their learning goals and tasks. At the beginning of the fall semester, the advanced year MSW student ought to be able to formulate a learning agreement that reflects the curriculum, their learning interests, and an assessment of their competence.

Although students are expected to contribute to their learning agreement, the field instructor is responsible for ensuring that the content of the learning agreement addresses not only a student's interests, but also details learning objectives and assignments that will enable the student to practice either at the entry or advanced level, depending upon the program in which the student is enrolled. **Completing the learning agreement is not the sole responsibility of the student.**

Learning agreements are completed each semester and are due two weeks after the semester begins. The exact due dates for learning agreements are indicated in the field syllabus. Before completing the agreement, the student and agency field instructor need to review the mission of the program in which the student is enrolled. Two copies of the learning agreement need to be

completed. One copy ought to be sent to the faculty field liaison. The faculty field liaison approves the learning agreement by signing it and sending the signed copy to the Field Instruction Office. **See Appendix A.**

Student Mid-Term/Final Evaluation

A full description of the student's progress and level of competence is documented twice during each semester that the student is in the field. The first evaluation is completed at mid-term. The second evaluation (the final evaluation) is completed at the end of the semester. The exact times that the evaluations are due are listed in the field syllabus.

Recommended Process for Completing Student Evaluation

Evaluating student performance is one of the most critical events in field instruction. It is through the evaluation process that the student discovers his/her professional abilities and his/her commitment to the function and cause of professional social work. The evaluation enables the student to refine utilization of the professional relationship with, and on behalf of, individuals, families, groups, organizations, and communities.

Just as learning is an on-going process, so is the assessment of student competence. Thus, the specifics of the agency field instructor's evaluation ought to be shared with the student throughout the field practice experience.

In light of the above, the evaluation ought to be approached by the Field Instructor and student in a planned manner. It is recommended that the steps describe below be followed to ensure a useful evaluation for both the student and the Field Instructor:

1. The Field Instructor and the Faculty Field Liaison ought to discuss the student's performance before the evaluation conference to ensure that the agency and the Department of Social Work have reached a consensus regarding the student's progress.
2. Prior to the interview, both the student and the Field Instructor ought to review the performance criteria that will be used to evaluate the student and provide feedback.
3. The student and the agency field instructor ought to meet prior to the evaluation conference to a) reach an agreement about materials, if any, the student is expected to submit to the agency Field Instructor prior to the evaluation conference; b) review the areas of practice that will be the focus of the evaluation; and c) set the date and time that the evaluation will be completed.
4. Prior to the conference, the student ought to complete a self-assessment. Results of the self-assessment can be used by the student to provide planned input regarding his/her performance. The student ought to be prepared to share his/her ratings during the evaluation conference.
5. At the actual evaluation conference, discuss the student's performance using the parameters (e.g., curriculum orientation discussed above), as a frame of reference. The student and Agency Field Instructor ought to share their respective ratings.

6. The agency field instructor ought to prepare an official evaluation to be reviewed and signed by the student, the agency Field Instructor, and the Faculty Field Liaison.
7. The agency field instructor obtains the student's signature and, after signing it, sends the evaluation to the faculty field liaison.
8. The faculty field liaison approves by signing the evaluation and then sends one copy to the Field Instruction Office. **See Appendix B:**

Student Bi-Weekly Journals and Timesheets

BSW and MSW students are required to maintain a bi-weekly journal and timesheet. The journal is submitted to the Faculty Field Liaison on a bi-weekly basis (every other Friday) unless otherwise arranged and approved by the Faculty Field Liaison. The journal is a confidential document. Its contents are not shared with others without the consent of the student. It is not necessary for the student to obtain approval from the Field Instructor to comply with this requirement. The bi-weekly timesheet should be turned in every other Friday to the Faculty Field Liaison. The student and Field Instructor must sign the timesheet, and each retains a copy for his or her respective records. **The student should retain the original copy for use as a reference when writing the final evaluation of the field practicum experience.**

Keeping a journal serves a variety of purposes. However, the following objectives should assist the student in maintaining the journal:

1. To reflect one's feelings, attitudes, and responses to the needs, problems, and concerns of citizens in need of social welfare services.
2. To assimilate theories, principles, and concepts of social work practice and social welfare in the classroom into life situations being acted out in everyday life.
3. To assess one's feelings relative to new experiences, feelings of uncertainty about agency policies, and the purposes of the program.
4. To gain an understanding of the social problems of a community, their impact and cost to society, and the attitudes and means by which a community attempts to alleviate them.
5. To express thoughts and feelings toward supervision, cases, and related matters and the means by which they are handled.

See Appendix C:

Process Recordings

Students in the field are required to complete a minimum of five (5) process recordings during the spring semester. The purpose of the process recording is to afford students an opportunity to critically assess how they consciously use themselves in the professional social work relationship with, and on behalf of, client systems. This requirement applies to all students regardless of the client system that is the focus of intervention.

Upon review, students will note that the format is clear. It includes three columns. The first column is for the field instructor's comments. The second is used to write a detailed account of the interaction between the student and the client system. Students should use the third column

to register their thoughts and feelings. This column provides, in part, the basis of the student's analysis of how the relationship was used to facilitate change on the part of the client system.

See Appendix: D

Field Placement in Student's Place of Employment

In accordance with policies established by the Council on Social Work Education, if the student is employed in the agency where the field practicum is to take place, the availability of release time for field instruction must be assured. There must also be assurances that there is no diminution of the program's established requirements for class and field practicum; that field instruction is educationally focused rather than centered on agency services; and, that as one means of ensuring uniformly equal opportunity, the field practicum is administered in accordance with a pattern established for all students. Agencies involved in this type of field practicum plan must meet the same criteria as other agencies selected for the field practicum.

The Department of Social Work strictly adheres to the policy described above in the following manner:

The student may complete their practicum within their workplace one time during their matriculation in the program in which they are enrolled. This means that MSW students can complete field instruction requirements in a setting where they are employed only one time.

A field placement assignment in the student's workplace will be considered if the following conditions are met before the time the placement begins:

1. The field practicum assignment must be substantively different from the student's usual and customary employment responsibilities and activities. The field placement must be outside the unit where the student is employed. The practicum assignment clearly demonstrates that the student's duties and responsibilities are educationally focused and not centered on agency services.
2. The field practicum assignment must yield new learning.
3. The student's agency Field Instructor must be someone other than the student's regular supervisor. This individual must possess the MSW degree and meet department standards.
4. The agency must provide the agency field instructor sufficient time to engage in all activities pertaining to field instruction.
5. The agency field instructor must agree to attend meetings for agency field instructors.
6. The agency field instructor must agree to meet with program faculty, as necessary.
7. Students wishing to have their field placement assignment in the workplace must submit a formal proposal. The paperwork can be requested from the director of field instruction.

See Appendix: E

Adherence to the National Association of Social Workers Code of Ethics

The Code of Ethics of the National Association of Social Workers is available to all students in the Director of Field Instruction's office. The Code of Ethics is carefully examined by students

in the practice course and the first field seminar of the academic year. All students are expected to adhere to the Code of Ethics of the National Association of Social Workers.

All students are expected to sign the statement of confidentiality for field instruction and adherence to the Code of Ethics of the National Association of Social Workers indicating that the statement has been read and that they understand the consequences for breaching confidentiality standards and violating the Code of Ethics. **This information can be found on the NASW website: www.socialworkers.org.**

The consequences for violating the Code of Ethics can include, but are not limited to, the following:

1. The decision by the agency to institute procedures for sanctioning conduct reflecting a violation of the Code of Ethics. These procedures are available for review in the Field Instruction Office.
2. Suspension of NASW membership (if the student is a member of NASW).
3. Review by the Department of Social Work of a student's suitability to remain in the program.

APPENDIX A:

Pages 1-5



FIELD PRACTICUM LEARNING AGREEMENT

Student's Name: _____ DSU ID# _____ Phone Number: _____ _____
Email: _____ BSW/MSW Classification: _____ Semester and Year: _____
Field Agency Name: _____ Address: _____ _____
Field Instructor's Name: _____ Phone Number: _____
Hours in Placement per semester: _____ Supervision Time: (1.5 Hours per week required) _____
Practicum Schedule (Days & Time) _____ _____
Brief Description of Field Practicum Assignment and Program Area: _____ _____ _____

EDUCATIONAL COMPETENCY	PRACTICE BEHAVIORS	TASKS STUDENT THAT ARE APPROPRIATE AGENCY Some tasks will occur in practice
---------------------------	--------------------	---

<p>Competency #1: Demonstrate Ethical and Professional Behavior</p>	<ul style="list-style-type: none"> • Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; • Use technology ethically and appropriately to facilitate practice outcomes; and • Use supervision and consultation to guide professional judgment and behavior. 	<p>Student will come t Student will.....</p>
<p>Competency #2: Engage Diversity and Difference in Practice</p>	<ul style="list-style-type: none"> • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • Present themselves as learners and engage clients and constituencies as experts of their own experiences; and • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 	
<p>Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice</p>	<ul style="list-style-type: none"> • Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • Engage in practices that advance social, economic, and environmental justice. 	
<p>Competency #4: Engage in Practice-informed Research and Research-informed Practice</p>	<ul style="list-style-type: none"> • Use practice experience and theory to inform scientific inquiry and research; • Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; • Use and translate research evidence to inform and improve practice, policy, and service delivery. 	
<p>Competency #5: Engage in Policy Practice</p>	<ul style="list-style-type: none"> • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • Assess how social welfare and economic policies impact the delivery of and access to social services; • Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 	

<p>Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 	
<p>Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; • Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; • Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 	
<p>Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; • Facilitate effective transitions and endings that advance mutually agreed-on goals. 	
<p>Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • Select and use appropriate methods for evaluation of outcomes; • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • Critically analyze, monitor, and evaluate intervention and program processes and outcomes; • Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 	

Faculty Field Liaison's Name: _____ Phone Number: _____ Fax Number: _____
_____ Email: _____

Faculty Field Liaison Signature: _____ Date: _____

Agency Field Instructor's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

FIELD PERFORMANCE EVALUATION

APPENDIX B:

Name of Student: _____

Name of Agency: _____

Name of Agency Instructor: _____

Name of Faculty Field Liaison: _____

Type of Assessment: ___ MIDTERM or ___ FINAL

Please base your assessment of how well the BSW/MSW student demonstrates ability in each of the following 9 competency areas using the rating scale shown below. The standard for comparison is that of a beginning level social worker. The 9 competencies specified in this assessment form are those established by our national accrediting organization, the Council on Social Work Education.

We ask that you rate each competency statement according to the following criteria, as it is appropriate to your agency setting. You are encouraged to share examples for each competency area in which you think the student is particularly strong, as well as those in which the student needs improvement. The Field Instructor’s grade recommendations are considered, along with the students required field assignments; however the Faculty Field Liaison determines the student’s final grade with approval from the Field Director.

Rating	Grade
4	Very Good A
3	Good B
2	Adequate C
1	Unsatisfactory D
0	Failing F
N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area. If an n/a is used during the <i>midterm</i> , please comment on when the student will have the opportunity to demonstrate the practice behavior. <u>There should be no n/a ratings on the final assessment.</u>

*Note: EVALUATION SHOULD BE COMPLETED TOGETHER (Field Instructor and Student).

Competency #1: Demonstrate Ethical and Professional Behavior	Rating
a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	
b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	
c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	
d. Use technology ethically and appropriately to facilitate practice outcomes.	
e. Use supervision and consultation to guide professional judgment and behavior.	
Total	

Comments:

Competency #2: Engage Diversity and Difference in Practice	Rating
a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	
b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	
c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	
Total	

Comments:

Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice	Rating
a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	
b. Engage in practices that advance social, economic, and environmental justice.	

Total	
-------	--

Comments:

Competency #4: Engage In Practice-informed Research and Research-informed Practice	Rating
a. Use practice experience and theory to inform scientific inquiry and research.	
b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	
c. Use and translate research evidence to inform and improve practice, policy, and service delivery.	
Total	

Comments:

Competency #5: Engage in Policy Practice	Rating
a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	
b. Assess how social welfare and economic policies impact the delivery of and access to social services.	
c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	
Total	

Comments:

Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities	Rating
a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	

b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	
Total	

Comments:

Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities	Rating
a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	
c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	
d. Elect appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	
Total	

Comments:

Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Rating
a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	
c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	

d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	
e. Facilitate effective transitions and endings that advance mutually agreed-on goals.	
Total	

Comments:

Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Rating
a. Select and use appropriate methods for evaluation of outcomes.	
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	
c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	
d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	
Total	

Comments:

Additional Comments/Follow up needed/Recommendations: Add all of the rating section totals and divide by how many sections you provide a number for. N/A just leave blank. Do not give the section a zero since that will impact the total score.

Please evaluate the student's performance at midterm by providing a numeric score using the following scale. Intermediate scores are welcome and encouraged (i.e. 3.8; 4.6, etc.).

3.1- 4.0=A 2.1-3.0=B 1.1-2.0=C 0.0-1.0=D/F

		<i>Score</i>
3.1-4.0	The intern is exceeding expectations in internship.	
2.1-3.0	The intern meets expectations in internship.	
1.1-2.0	The intern's performance is below expectations in internship.	
0.0-1.0	The intern failed to meet expectations in internship.	

LETTER GRADE: _____ *Given by Field Instructor*
NUMBER OF HOURS COMPLETED AS OF TODAY _____

My field instructor has discussed this evaluation with me and I have received a copy.

I agree with the Field Instructor's evaluation
 I do not agree with the Field Instructor's evaluation

Student's Signature	Date
Agency Field Instructor's Signature	Date
Faculty Field Liaison's Signature	Date

APPENDIX C: MONTHLY LOG AND BI- WEEKLY TIMESHEET

SAMPLE

COMPUTER PRINTED ONLY
MONTHLY LOG

NAME: _____

WEEKS: _____

FIRST REPORT ONLY, Include name, phone number of Field Instructor, agency address; your agency and home phone numbers, your home address, e-mail address, and DSU ID number.

I LOG

A. HOURS

Tuesday	Sept. 7:	8:30-12:30; 1-5:15	8 ¼	
Wednesday	Sept. 8:	10-12; 1-7:30	8 ½	
Friday	Sept. 10:	8:45-1:30	4 ¾	21 ½
Tuesday	Sept. 14:	8:00-12:30; 1-3:30:00	6 ½	
Wednesday	Sept. 15:	8:00-2; 5:00-7:30	8 ½	
Friday	Sept. 17:	9:00-12:00;	3	18
Total Hours for the two weeks (keep time to closest quarter hour)				39 ½

B. DAILY SUMMARY

Tuesday, 9/7: I went to a court hearing in ____town, about 60 miles away. (A lot of time is spent in traveling.) I was really interested in how this process works and the attention paid to each person (the biological mother and the child; no one has been able to locate the father).

Wednesday, 9/8: I observed an intake interview conducted by my supervisor. I reviewed intake paperwork. I went with my Field Instructor to talk about this

morning's interview. The team conference was interesting, but I am still confused about how to approach this client.

Friday, 9/10: I spent most of the day reading case records and learning about the required paperwork. I phoned several day care centers to find a space (finally did). I observed a group session. I was impressed with how the facilitator was able to encourage the group members to share. I'm finding that how something is said does make a difference in how the client responds.

NOTES may be in a separate section or be included above (in the Daily Summary):
This section of the log is to be in narrative form and should be specific. Refer also to the objectives of the log; see the Field Manual. Typical areas to be included are:

- Your own feelings, attitudes and responses to the needs, problems and concerns of citizens in need of social services as well as your feelings (including anxiety, uncertainties, and confusion) toward supervision, cases, etc., and how they are handled;
- Assessment of your feelings about your field experiences;
- Contacts with community person(s), other professional contacts; staff meetings;
- Points of interest, insights, etc. relating to practice skills and techniques;
- Significant learning experiences (e.g., seminar, consultation, book or article);
- Integration of social work theories, principles, and concepts into the practicum;
- Awareness of social problems in the community, their impact and cost to society, and the attitudes and means used to address the problems; and
- Questions or concerns that you would like your Faculty Field Liaison to address.

II SUMMARY OF LEARNINGS

(NOTES: Your reviewing the Performance Evaluation Checklist in the Manual may help you to identify pertinent areas. Use additional pages, if necessary.)

A. WHAT I LEARNED - KNOWLEDGE (i.e., procedures, agency services and policies, theory becoming "alive".)

How to write an evaluation and to conduct a home visit

How to terminate a file after client is discharged

How to report child abuse

Procedure for verifying income

Ways of conducting a team meeting

Ways of participating in a court hearing

Details about agency services

Family roles (typical of alcoholic family system)

Normal responses to grief

B. WHAT I DID - SKILLS (From beginning to advanced.)

- Wrote several reports
- Used interviewing skills, especially clarifying and reassuring
- Role modeled (hearing and reflecting client's view)
- Taught parenting class
- Demonstrated leadership

(Check all that apply)

C. COMMUNITY RESOURCE KNOWLEDGE Visit Phone Contact Read About Discussed w/ Client

(name the specific resource)

Family Service League	X		
Big Brothers		X	X
Food Bank		X	X
Allen Hospital Chemical			
AA Dependency Program	X		
Police Department	X		

D. WORK PRODUCT (Written reports; not notes of interviews.)

- 2 intakes
- 2 psychosocial history/assessments
- 1 summary
- 2 follow up letters after clients were referred

E. CLIENT CASELOAD (A=Assigned; C=co-signed; D=discharged.)

(Use initials of each client, e.g., JGM (A).)

State your role/goal in one sentence.)

- ABC (A) intake and referral
- CDE (A) case manager
- FGH (A) husband dying; primarily worked with wife
- IJK (D) referred to outpatient treatment program; client has followed through with referral
- LMN (A) taught youth more effective communication skills

III REFLECTIONS

A. How has my learning progressed since the previous log was submitted?

B. How have conferences with the agency Field Instructor/supervisor been useful?

DELAWARE STATE UNIVERSITY
College of Education, Health and Public Policy
Department of Social Work
Dover, Delaware 19901-22771

Bi-weekly Timesheet/Field Placement Activity Form

****Note: This is REQUIRED and will be collected at the end of each semester.**

Student's Name: *(please type or print)* _____

Name of Agency/Organization: _____

Agency Field Instructor/Task Supervisor

Department Field Supervisor/Faculty Field Liaison

1. **Insert** the number of hours & dates you worked at your placement site during this two-week period.

Month /Yr.	Days and Dates (<i>Place number of hours worked in parenthesis</i>)							Total
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Week 1	Hrs. Date ()	Hrs. Date ()	Hrs. Date ()	Hrs. Date ()	Hrs. Date ()	Hrs. Date ()	Hrs. Date ()	
Week 2	Hrs. Date ()	Hrs. Date ()	Hrs. Date ()	Hrs. Date ()	Hrs. Date ()	Hrs. Date ()	Hrs. Date ()	
Total								

2. **Reason** for any absences, if any, during this two-week period: (*Indicate relevant date & reason*)

Date	Reason for Absence

I certify, to the best of my knowledge, that the information that I have listed above is true.

Signature of Student: _____

Date _____

All individuals involved in the supervision of the field practicum complete this section:

I certify that the student listed above has been involved in the activities listed and worked the total number of hours indicated above at my agency.

Field Instructor Signature: _____ Date _____

I certify that I have reviewed the information listed above and have discussed the document, including any irregularities with the student:

Signature of Department of
Social Work Field Supervisor/Liaison

Date _____

APPENDIX D: Michelle Strong Vignette Example

Michelle Strong is a 25 year old married white female who is a full-time student at the University of Maryland School of Social Work, Baltimore. Before entering the MSW Program, Michelle worked for one year as a case manager with adults with mild mental retardation. Her field placement is at the Alpha Hospital, with her time split between the Cancer Center and an adult medical unit. This is her first experience working in a hospital system. Alpha Hospital is a large medical center whose social workers are integral to providing patient care. Among their duties, social workers in this hospital collaborate with doctors and nurses in coordinating patient care, provide information and counseling to families and patients around illness, run support groups, provide resource and referral information, and help patients plan for discharge.

Michelle is in the process of developing a good understanding of the complex hospital system and the role of the social work department. She demonstrates an interest in learning, often asking her field instructor for additional articles or books to read. She likes to prepare for interviews by having a clear idea of what potential problems she might encounter before she actually meets a new client. On several occasions, her field instructor suggested role playing an interview with a client and Michelle has readily agreed. One of the role plays Michelle and her field instructor practiced involved talking with Mr. Z, an elderly male patient, about the recommendation that he enter an assisted living facility upon discharge from the hospital. Michelle's focus in the role play was on how to handle Mr. Z's resistance to this discharge plan (her greatest fear). During the actual interview, however, when Mr. Z was quite depressed rather than resistant, Michelle was unable to "switch gears". In discussing the interview with her field instructor, Michelle was very anxious about what she saw as her lack of skill and worried that she might have made Mr. Z feel worse by asking "clumsy questions" and not having "good advice" to give him.

In recent supervisory meetings, Michelle revealed that despite caring about her clients and trying to help them, she sometimes is confused about what really does help. During some interviews she leaves feeling that she has failed because she hasn't been able to say or do the right thing. The attached process recording of Michelle's interview with Deborah B. followed a supervisory meeting during which Michelle frequently asked her field instructor if what she said or did in interviews with several of her clients was "all right".

Michelle Strong's Process Recording

Client: Deborah B., a 45-year old divorced African- American female, employed as an administrative assistant

Agency: Cancer Center at Alpha Hospital

Purpose of Interview: First interview, assess how client is coping with recent diagnosis of leukemia

Presenting Issues: Recent leukemia diagnosis; explore need for services

***Never use the client's actual name in the process recordings due to confidentiality**
 Must be typed and 3 to 4 pages long. Do not double space.*

Dialogue	Gut Feelings	Analysis	Field Instructor's Comments
<p>Michelle (social work intern) Excuse me. Are you Ms. B?</p>	<p>Ms. B was sitting in her hospital bed when I arrived. She was paging through a hospital pamphlet about starting chemotherapy.</p>		
<p>Deborah B. (client) (She looked up from her pamphlet when I came in). Yes.</p>			
<p>Intern: Hello, My name is Michelle Strong. I'm a social work intern at Alpha Hospital. How are you today?</p>	<p>I feel strange talking to someone who is in bed.</p>		
<p>Client: Not too well. I've been talking to a lot of people today. Why are you here?</p>	<p>Ms. B does not seem pleased to see me.</p>		
<p>Intern: Well, the Social Work department here at Alpha Hospital helps patients with any problems they might have in relation to being in the hospital.</p>		<p>It is import to explain the social work role to Ms. B.</p>	

<p>For example, we can tell you about programs here in the hospital or support groups for your family or community resources if you need them.</p>			
<p>Client: I have no idea what I need right now. I'm not feeling well. (Pause) My doctor told me last week that I have leukemia. I still can't quite believe it. When I try to tell my friends about being sick, it doesn't feel real.</p>	<p>Good – she has friends to talk to.</p>		
<p>Intern: So you were surprised by your diagnosis?</p>	<p>I'd be surprised!</p>		
<p>Client: Well, I'd been feeling tired and sick a lot lately but I never thought that I had something like...this. I thought maybe I had mononucleosis or the flu.</p>			
<p>Intern: How do you feel about knowing the real reason for your symptoms?</p>			
<p>Client: I don't know. I just know I'll have to cope with it somehow.</p>			
<p>Intern: Some people feel relief at knowing</p>	<p>I think that's how I'd feel.</p>		

what's wrong with them.			
Client: I definitely do not feel relieved. (She looked right at me when she said this).	Uh-oh. I think I annoyed her.		
Intern: I see you were reading a pamphlet explaining what to expect with chemotherapy. That's great. Some patients don't have any idea what chemotherapy is like. I think it's a good idea to learn as much as you can so you'll feel more in control of your situation.		I switched the topic here so I could back up and start where the client is. She was reading the chemotherapy pamphlet when I came into the room.	
Client: I'm scheduled to have my first chemotherapy session tomorrow. I've been looking through this pamphlet but I can't seem to focus.			
Intern: I understand. It must be hard to be told that you have a serious illness.	I feel empathy for Ms. B.		
Client: Well, I'm not sure I really believe it yet.			
Intern: Do you have any family members or friends who can give you emotional support right now?		She definitely needs support and I need to help her explore her support system.	

<p>Client: I'm divorced but I have a daughter who's 23. She and I are very close.</p>			
<p>Intern: Does your daughter live Baltimore?</p>			
<p>Client: She lives in Towson but it's only about 20 minutes from my home.</p>			
<p>Intern: I can give you information about family support groups. Maybe your daughter would like to attend one to find out more about your illness.</p>			
<p>Client: I don't know how I'm even going to tell my daughter about this. She'll be so worried about me. She's traveling with her job right now and I won't be about to talk to her until tonight.</p>			
<p>Intern: Do you have any other children?</p>		<p>I'm trying to find out if there are other people she can count on.</p>	
<p>Client: No. Serena is my only child. That's the one reason we've been so close. We just have each other. (Ms. B got very quiet and looked out the window.)</p>	<p>I thought Ms. B might be crying and didn't want me to see.</p>		

<p>Intern: Would you like to be alone?</p>			
<p>Client: (She spoke in a whisper.) If anything happened to me, I don't know what Serena would do.</p>			
<p>Intern: Ms. B., the Social Work Department wants to help you and your family anyway we can. One thing that might help would be for you and your daughter to go to a family support group together. You could get ideas about how other people have handled this problem.</p>		<p>I need to get back to why I am here.</p>	
<p>Client: I'm getting very tired now. It's been a difficult day.</p>	<p>Anyone would feel tired after what she's been through. Maybe I've taxed her strength even more by staying too long.</p>		
<p>Intern: I'll just leave this information about available services here with you. You can look at them whenever you're ready.</p>			
<p>Client: Thank you. I really need to rest now.</p>			
<p>Intern: I hope I haven't taken up too much of your time. I'll stop by tomorrow to see how your</p>		<p>Follow-up is important.</p>	

conversation with your daughter went, if that's OK with you.			
Client: I'm having my first chemotherapy treatment tomorrow and I'm not sure how I'll feel afterwards.			
Intern: I'll just stop by and if you're too tired, I'll leave. OK?		This approach gives her more control.	
Client: All right. But I really don't think I'll be feeling very good.			
Intern: I understand. I hope your talk with your daughter and your chemotherapy go well. Good-bye			

APPENDIX E: PROPOSAL FOR FIELD PRACTICUM ASSIGNMENT IN THE WORKPLACE

**Delaware State University
Department of Social Work
1200 N. DuPont Highway
Dover, DE 19901-2271
(302) 857-6778
(302) 857-6833 fax**

The Department of Social Work discourages field practicum assignments that are located in the student's workplace. Therefore, placements in the workplace are considered only in **exceptional** situations. The fact that a student works full-time is not considered an **exceptional** situation. Approval must be given by Director of Field Instruction and student must be in good standing. If approved, student will provide a 20 minute presentation at their Field Seminar.

Following careful review and approval, the Department can consider placing a student in his/her place of employment if certain conditions exist. These conditions are:

1. The field practicum assignment must be substantively different from the student's work assignment, and outside the student's work unit.
2. The field practicum assignment must yield new learning.
3. The field instructor must possess the MSW degree, and be someone other than the student's immediate supervisor. These are minimum requirements.
4. There must be clear differentiation between the student's work hours and placement hours.
5. The field instructor must have sufficient time to supervise the student.
6. If the person providing field instruction has not supervised Delaware State University social work students, the individual must agree to attend seminars for new field instructors.
7. The student has not been placed in the agency previously.
8. All placements in the workplace must be approved by the Director of Field Instruction before placement begins.

Attached is a form that must be completed by the prospective field placement agency to describe the student's work assignment and the proposed field placement assignment. The form should be returned to the Director of Field Instruction along with the placement application.

**Delaware State University
College of Education, Health and Public Policy
Department of Social Work
1200 N. DuPont Highway
Dover, DE 19901-2271
(302) 857-6778**

Student's Name: _____

Proposed Field Instructor: _____

Please use this form to differentiate the student's work assignment from the proposed field placement assignment. Please attach the student's actual job description.

Student's Work Assignment	Student's Placement Assignment

**APPENDIX F: STATEMENT OF CONFIDENTIALITY FOR FIELD INSTRUCTION
FORM**

**Delaware State University
College of Health & Behavioral Sciences
Department of Social Work
1200 N. DuPont Highway
Dover, Delaware 19901-2271
(302) 857-6778**

**STATEMENT OF CONFIDENTIALITY FOR FIELD INSTRUCTION AND ADHERENCE TO
THE CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS**

I, _____, the undersigned, recognize and accept my responsibility to conduct myself in a professional manner and follow the principles of confidentiality and to adhere to the Code of Ethics established by the National Association of Social Workers on behalf of: (1) the welfare of clients with whom I interact in the field practicum; and (2) the integrity of the social work profession. To this end, I pledge to keep confidential those interactions that I conduct or observe whether written or verbal between the client, the agency and myself. I willingly accept this responsibility in the same spirit as reflected in the Code of Ethics of the National Association of Social Workers.

My signature also signifies that I received and read the Code of Ethics established by the National Association of Social Workers. My signature also indicates that I understand that the consequences for violating the Code of Ethics are serious and can adversely affect my status in the social work program, including my field placement agency.

Student

Date

Agency Field Instructor

Date

APPENDIX G: STATEMENT OF SAFETY AWARENESS FORM

**Delaware State University
College of Health & Behavioral Sciences
Department of Social Work
1200 N. DuPont Highway
Dover, Delaware 19901-2271
(302) 857-6778**

**STATEMENT OF SAFETY AWARENESS FOR FIELD INSTRUCTION AND AGREEMENT
TO BE SAFETY CONSCIOUS WHILE ATTENDING FIELD**

I, _____, the undersigned recognize and accept my responsibility to be aware of the need for personal safety in the field practicum and to minimize the risks as much as possible by:

- Abiding by the rules of the agency to which I am assigned so as to minimize any potential for risk to my personal safety while conducting my duties and responsibilities as a field practicum student.
- Discussing with my Field Instructor any safety procedures or potential for risk within the agency where I am assigned.
- Attending any meetings regarding safety issues that my agency requires.
- Making the Field Instructor and Faculty Field Liaison aware of any specific concerns I have regarding safety as it relates to my specific duties within the agency.
- Immediately reporting any safety incident (an act involving my physical or emotional safety in the course of conducting my duties and responsibilities as a field practicum student) that occurs to me while attending field. I also will also complete a Safety Incident Report form that will be given to my Faculty Field Liaison and the Director of Field Instruction.
- Attending a meeting with the Director of Field to discuss the reported safety incident.

My signature signifies that I attended a seminar conducted by the Office of Field Instruction regarding awareness of safety issues in the field and have received a Safety Incident Report form.

Student Date

My signature signifies that I am aware that the above named student has attended a seminar conducted by the Office of Field Instruction regarding awareness of safety issues in the field.

Agency Field Instructor Date

APPENDIX H: SAFETY INCIDENT REPORT

A safety incident is any occurrence that involves a student's physical or emotional safety in the course of conducting his/her duties and responsibilities as a field practicum student. These incidents need to be reported immediately to the Field Instructor, Faculty Field Liaison, and Director of Field Instruction.

Following are the procedures and the form that needs to be completed (two copies) and given to the Field Instructor, the Faculty Field Liaison, and the Director of Field Instruction. The Faculty Field Liaison is responsible for delivering the report to the Director of Field Instruction. The student or Field Instructor must advise the Office of Field Instruction, either in person or by phone, immediately after a safety incident has occurred. However, this is not a substitute for completing the incident report.

The Director of Field Instruction shall take appropriate steps to interview the student, provide him/her with appropriate support and/ or other interventions as needed.

The Director of Field Instruction shall notify the appropriate personnel of the incident and forward a copy of the report along with a written report of any additional action that has been taken.

**Delaware State University
College of Health & Behavioral Sciences
Department of Social Work
Office of Field Instruction
1200 N. DuPont Highway
Dover, Delaware 19901-2271
Phone (302) 857-6778
Fax: (302) 857-6833**

Please return to: Office of Field Instruction

SAFETY INCIDENT REPORT

Reported by: _____ Date: _____

Student's Name: _____ Phone: _____

Date/Time Incident Occurred: _____

Location/Place: _____

Name of Agency: _____

Address of Agency: _____

Field Instructor: _____

Faculty Field Liaison: _____

